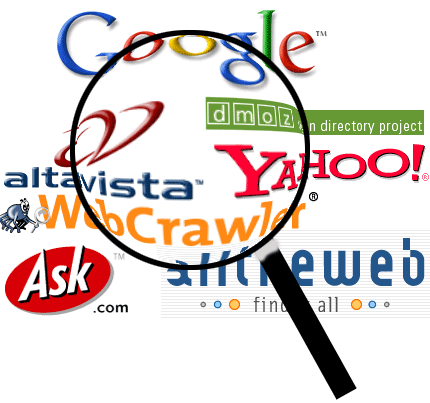
Information Literacy Lesson

Search Engine Research



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**Introduction**

I am in my first year as a Pre-K through 3rd grade Elementary Librarian, so this is the first time I will have used this lesson. Recently my 3rd graders completed units on the Dewey Decimal system, library organization, using the OPAC, learning typing skills through Dance Mat Typing, and finally, internet safety. I am now ready to have students use some of these skills, and new ones taught in this unit, to begin an author study research report. This unit will involve learning to conduct internet research on a children’s book author using search engines, writing a letter to the author, and learning to use Microsoft Word to type the letter to the author. The letters will be mailed and we will see if a response is received from the author. This information literacy lesson will focus on the portion of the unit of teaching students to use search engines. The Super 3 model will be used to accomplish the objectives in the lesson.

**Information Problem**

Today’s students are growing up in a Googling world. If they have a question about anything they can simply, “Google it.” However, what students may not understand is how search engine results are given, how they can use keywords and other tricks to yield better search results, and what alternative search engines are available to use, especially for younger students.

**Objectives**

After completing this lesson students will:

* Understand what a search engine is and how it works.
* Utilize search engines for students, such as:
  + [www.kidtopia.com](http://www.kidtopia.com)
  + [www.sweetsearch.com](http://www.sweetsearch.com)
  + [www.duckduckgo.com](http://www.duckduckgo.com)
* Identify key words to use in a search.
* Demonstrate how to effectively use Google’s Advanced search techniques to narrow their results.
* Explain why search engines frequently have advertisements displayed.
* Document the websites they obtained information from.
* Evaluate if a website contains the information they need. Students will understand that just because information is on the internet does not mean it is true, correct, or current.
* Complete the author biography form.
* Complete an evaluation form to determine if their search yielded the information they needed to complete the author biography form. Students will rate which search engines worked best for them.

**Common Core Standards**

* **Reading Informational Text** 
  + CC.3RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
  + CC.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
* **Reading Foundation Skills**
  + CC.3RF.4.a Read on-level text with purpose and understanding.
* **Writing** 
  + CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task which the development and organization are appropriate to task and purpose.
  + CC.3.W.7 Conduct short research projects that build knowledge about a topic.
  + CC.3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
  + CC.3.W.2b Develop the topic with facts, definitions, and details.
* **Speaking and Listening**
  + CC.3SL.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**I-SAIL Standards**

* **Standard 1** - Access information efficiently and effectively to inquire, think critically, and gain knowledge.
* **Standard 2** – Evaluate information critically and competently.
* **Standard 3** – Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society.
* **Standard 5** – Understand and practice internet safety when using an electronic media for educational, social, or recreational purposes.

**Lesson Materials**

* Computer with internet access that is connected to a projector for the teacher.
* Computers with internet access for each student.
* Web search strategies video: <http://www.youtube.com/watch?v=sTNEo04OIMU>
* Google search strategies video: <http://www.youtube.com/watch?v=BNHR6IQJGZs&noredirect=1>
* Bookmarked student search engines: [www.kidtopia.com](http://www.kidtopia.com), [www.sweetsearch.com](http://www.sweetsearch.com), [www.duckduckgo.com](http://www.duckduckgo.com)
* Author choices
* KWL chart
* Author biography form
* Rubric
* Evaluation form
* Pencils

**Search Engine Research Using the Super 3 Model**

**1. Plan** (This section can be completed in one 30 minute class period, or split into two 30 minute class periods, depending on how much discussion takes place).

* Introduce the lesson, explaining to students they are starting a research project where they will have an opportunity to choose a children’s book author they want to research, write and mail a letter to the author, and see if they get a response back.
* Students’ names will be drawn one at a time to select from a list of authors chosen by the teacher. Each author can only be chosen twice.
* Students will fill out the “What I Know” and “What I Want to Know” sections of the KWL chart.
* Explain all of the research will be done on the internet. Ask students if they wanted to look up something on the internet how would they do it? Do they know how the computer gets the results? Explain to the students they will learn more about what a search engine is and how it works. Watch web search strategies video at <http://www.youtube.com/watch?v=sTNEo04OIMU>
* Discuss what was learned from the first video.
* Explain while Google may be one of the most popular search engines, there are many search engines available to use.
* Show the Google search strategies video at <http://www.youtube.com/watch?v=BNHR6IQJGZs&noredirect=1>
* Discuss the Google video. Show students on the projected screen how to use Google’s Advanced search feature by using the Safe Search and Reading Level functions. Explain what key words are and how they work.
* Discuss why internet sites have ads on them.
* Discuss the importance of evaluating the content of a website. Is everything on the internet correct, true, and current?

**2. Do** (This would take place in one or two 30 minute class periods).

* Students will begin working on their research projects. Students will be given a rubric to guide them in the requirements of their research.
* Students will need to use at least two search engines to complete their research. One should be Google (using the Advanced Search function), and one can be a student search engine that is bookmarked (listed under lesson materials).
* Students should gather information about their author from at least three different websites. Students will document the websites they obtained information from.
* Students will complete the author biography form using the information they found from the internet.

**3. Review** (This would take place in one 30 minute class period).

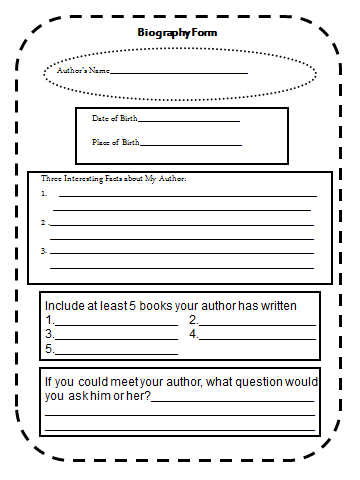
* Students will complete an evaluation form. Did you find all of the information you needed to complete the author biography form? What key words did you use to find the information? What search engines worked or did not work? What websites helped you find the information you need? What would you do differently next time?

**Author Choices**

1. Mary Pope Osborne (Magic Tree House)
2. Dav Pilkey (Captain Underpants)
3. Eric Carle (The Very Hungry Caterpillar)
4. David Shannon (No David)
5. Mo Willems (Pigeon; Elephant & Piggie; Knuffle Bunny
6. Tedd Arnold (Fly Guy)
7. Rachel Renee Russell (Dork Diaries)
8. Ellen Miles (The Puppy Place and The Kitty Corner)
9. Lincoln Peirce (Big Nate)
10. Barbara Park (Junie B. Jones)
11. Jeff Kinney (Diary of a Wimpy Kid)
12. Mike Thaler (Black Lagoon)
13. Marc Brown (Arthur)
14. Jan Brett (The Mitten)
15. Jim Benton (Dear Dumb Diary; Franny K. Stein)
16. Herman Parish (Amelia Bedelia)
17. Abby Klein (Ready Freddy)
18. Kevin Henkes (Penny, Owen)
19. Dan Gutman (My Weird School)
20. Megan McDonald (Judy Moody)

[KWL Chart](http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf)

Click on the link to access the KWL chart handout.



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| CATEGORY | **3** | **2** | **1** | **0** |
| **Search Engines** | Used at least two search engines (one must be Google and one must be another student search engine) to locate author information. | Used at least two search engines (but did not include Google) to locate author information. | Used only one search engine to locate author information. | Did not use a search engine to locate author information. |
| **Websites** | Researched 3 websites to obtain information about the author. | Researched 2 websites to obtain information about the author. | Researched 1 website to obtain information about the author. | Did not use any websites to obtain information about the author. |
| **Documented Websites** | Documented all 3 websites used for research. | Documented 2 websites used for research. | Documented 1 website used for research. | Did not document any websites used for research. |
| **Biography Form** | Author biography form is complete. | Author biography form is mostly completed. | Author biography form has little completed. | Author biography form is not completed at all. |

**Author Research Evaluation**

1. Which search engines did you like using?

2. What keywords did you use to find the information you needed?

3. What websites did you get the most useful information from?

4. Did you find the information you need through your search?

5. Why is it important to document the websites you got your information from?